

## Grade 2 – Analysis of Similarities and Differences

### South Carolina College- and Career-Ready Standards      Common Core State Standards

<b>Inquiry-Based Literacy Standards (I)</b>	
<b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b>	
1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.	
<b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b>	
2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.	
<b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b>	
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.	
3.2 Select the most important information, revise ideas, and record and communicate findings.	
3.3 <i>This indicator does not begin until <b>Grade 6</b>. <b>Grade 6</b> Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</i>	
3.4 <i>This indicator does not begin until <b>Grade 6</b>. <b>Grade 6</b> Organize and categorize important information, revise ideas, and report relevant finds.</i>	
<b>Standard 4: Synthesize information to share learning and/or take action.</b>	
4.1 Interpret relationships and patterns discovered during the inquiry process.	
4.2 Use appropriate tools to communicate findings and/or take informed action.	
4.3 Reflect on findings and pose new questions for further inquiry.	

<b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</b>	
5.1 Acknowledge and value individual and collective thinking.	
5.2 Monitor and assess learning to guide inquiry.	
5.3 Articulate the process of learning and seek appropriate help.	

<b>Reading – Literary Text Standards (RL)</b>	<b>Reading Standards (R)</b>
<b>Principles of Reading</b>	<b>Foundational Skills</b>
<b>Standard 1: Demonstrate understanding of the organization and basic features of print.</b>	
<i>1.1 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 1</b> Recognize the distinguishing features of a sentence.	
<i>1.2 Students are expected to build upon and continue applying previous learning.</i> <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.	
<i>1.3 Students are expected to build upon and continue applying previous learning.</i> <b>Kindergarten</b> Understand that words are separated by spaces in print.	
<i>1.4 Students are expected to build upon and continue applying previous learning.</i> <b>Kindergarten</b> Recognize and name all upper- and lowercase letters of the alphabet.	
<b>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</b>	
<i>2.1 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 1</b> Distinguish long from short vowel sounds in spoken single-syllable words.	
<i>2.2 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 1</b> Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	
<i>2.3 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 1</b> Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	
<i>2.4 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 1</b> Segment spoken single-syllable words into their complete sequence of individual sounds.	

2.5 Students are expected to build upon and continue applying previous learning. <b>Kindergarten</b> Add or substitute individual sounds in simple, one-syllable words to make new words.	
<b>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</b>	<b>RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.</b>
3.1 Use knowledge of r-controlled vowels to read.	
3.2 Use knowledge of how syllables work to read multisyllabic words.	
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	
3.4 Use and apply knowledge of vowel diphthongs.	
3.5 Use and apply knowledge of how inflectional endings change words.	
3.6 Recognize and read grade-appropriate irregularly spelled words.	RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.
	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.
	RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.
	RF.2.3.c Decode regularly spelled two-syllable words with long vowels.
	RF.2.3.d Decode words with common prefixes and suffixes.
	RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.
<b>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</b>	<b>RF.2.4: Read with sufficient accuracy and fluency to support comprehension.</b>
4.1 Read grade-level texts with purpose and understanding.	RF.2.4.a Read grade-level text with purpose and understanding.
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
4.3 Students are expected to build upon and continue applying previous learning. <b>Grade 1</b> Use context to confirm or self-correct word recognition and understanding rereading as necessary.	RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>(RL) Meaning and Context</b>	<b>(R) Key Ideas and Detail</b>
<b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</b>	<b>Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
5.2 Make predictions before and during reading; confirm or modify thinking.	
<b>Standard 6: Summarize key details and ideas to support analysis of thematic development.</b>	<b>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>(RL) Meaning and Context</b>	<b>(R) Integration of Knowledge and Ideas</b>
6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b>	<b>Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>  <b>Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>
7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.	
7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

<b>(RL) Meaning and Context</b>	<b>(R) Key Ideas and Details</b>
<b>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</b>	<b>Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>
8.1 Read or listen closely to: a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.	RL.2.3 Describe how characters in a story respond to major events and challenges.
<b>(RL) Language, Craft, and Structure</b>	<b>(R) Craft and Structure</b>
<b>Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</b>	<b>Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.	
9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	
	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>(RL) Language, Craft, and Structure</b>	<b>(L) Vocabulary Acquisition and Use</b>
<b>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b>	<p><b>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p><b>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b></p>

10.1 Use context to determine the meaning of words and phrases.	L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.	L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ).
10.3 Use a base word to determine the meaning of an unknown word with the same base.	L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).
10.4 Use the meanings of individual words to predict the meaning of compound words.	L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).
10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.	L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ). L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
<b>(RL) Language, Craft, and Structure</b>	<b>(R) Craft and Structure</b>
<b>Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.</b>	<b>Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</b>
11.1 Identify and analyze the author's purpose.	
11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</b>	<b>Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>
12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.	

<b>(C) Meaning and Context</b>	<b>(R) Integration of Knowledge and Ideas</b>
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>(RI) Language, Craft, and Structure</b>	<b>(R) Integration of Knowledge and Ideas</b>
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<b>(RL) Meaning and Context</b>	<b>(R) Integration of Knowledge and Ideas</b>
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>(RL) Range and Complexity</b>	<b>(R) Range of Reading and Level of Text Complexity</b>
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
13.1 Engage in whole and small group reading with purpose and understanding.	
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



Reading - Informational Text Standards (RI)	Reading Standards (R)
Principles of Reading	Foundational Skills
<b>Standard 1: Demonstrate understanding of the organization and basic features of print.</b>	
<i>1.1 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 1</b> Recognize the distinguishing features of a sentence.	
<i>1.2 Students are expected to build upon and continue applying previous learning.</i> <b>Kindergarten</b> Recognize that spoken words are represented in written language by specific sequences of letters.	
<i>1.3 Students are expected to build upon and continue applying previous learning.</i> <b>Kindergarten</b> Understand that words are separated by spaces in print.	
<i>1.4 Students are expected to build upon and continue applying previous learning.</i> <b>Kindergarten</b> Recognize and name all upper- and lowercase letters of the alphabet.	
<b>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</b>	
<i>2.1 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 1</b> Distinguish long from short vowel sounds in spoken single-syllable words.	
<i>2.2 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 1</b> Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	
<i>2.3 Students are expected to build upon and continue applying previous learning.</i> <b>Grade 1</b> Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	
<i>2.4 Students are expected to build upon and continue applying previous learning.</i> <b>Grade1</b> Segment spoken single-syllable words into their complete sequence of individual sounds.	

<p>2.5 <i>Students are expected to build upon and continue applying previous learning.</i>  <b>Kindergarten</b> Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	
<b>Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.</b>	<b>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>
3.1 Use knowledge of r-controlled vowels to read.	
3.2 Use knowledge of how syllables work to read multisyllabic words.	
3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	
3.4 Use and apply knowledge of vowel diphthongs.	
3.5 Use and apply knowledge of how inflectional endings change words.	
3.6 Recognize and read grade-appropriate irregularly spelled words.	RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.
	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.
	RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.
	RF.2.3.c Decode regularly spelled two-syllable words with long vowels.
	RF.2.3.d Decode words with common prefixes and suffixes.
	RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.
<b>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</b>	<b>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</b>
4.1 Read grade-level texts with purpose and understanding.	RF.2.4.a Read grade-level text with purpose and understanding.
4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<p>4.3 <i>Students are expected to build upon and continue applying previous learning.</i>  <b>Grade 1</b> Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p>	RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>(RI) Meaning and Context</b>	<b>(R) Key Ideas and Details</b>
<b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</b>	<b>Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>
5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
5.2 Make predictions before and during reading; confirm or modify thinking.	
<b>Standard 6: Summarize key details and ideas to support analysis of central ideas.</b>	<b>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b>	
7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.	
<b>(RI) Language, Craft , and Structure</b>	<b>(R) Craft and Structure</b>
<b>Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</b>	<b>Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
8.1 Identify how the author uses words,-phrases, illustrations, and photographs to inform, explain, or describe.	
8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .

(RI) Language, Craft, and Structure	(L) Language Acquisition and Use
<p><b>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b></p>	<p><b>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p><b>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b></p>
	<p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>
<p>9.1 Use context to determine the meaning of words and phrases.</p>	<p><b>L.2.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<p>9.2 Determine the meaning of a newly formed word when a known affix is added to the word.</p>	<p><b>L.2.4.b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p>
<p>9.3 Use a base word to determine the meaning of an unknown word with the same base.</p>	<p><b>L.2.4.c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>
<p>9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.</p>	
<p>9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.</p>	<p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>

<b>(RI) Language, Craft, and Structure</b>	<b>(R) Craft and Structure</b>
<b>Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning and style.</b>	<b>Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</b>
10.1 Identify and analyze the author's purpose.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</b>	<b>Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>
11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.	
11.2 Identify the structures an author uses to support specific points.	
	<b>(R) Key Ideas and Details</b>
	<b>Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b>
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>(C) Meaning and Context</b>	<b>(R) Integration of Knowledge and Ideas</b>
<b>Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.</b>	<b>Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup></b>
	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	<b>Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>
	RI.2.8 Describe how reasons support specific points the author makes in a text.

	<b>Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>
	<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.
<b>(RI) Range and Complexity</b>	<b>(R) Range of Reading and Text Complexity</b>
<b>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text.</b>	<b>Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</b>
12.1 Engage in whole and small group reading with purpose and understanding.	
12.2 Read independently for sustained periods of time.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers, and thinkers.	
	<b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards (W)	Writing Standards (W)
Meaning, Context, and Craft	See Standards Listed Below
<p><b>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</b></p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes  <b>Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</b></p> <p>Production and Distribution  <b>Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>Research to Build and Present Knowledge  <b>Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p>
<p>1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic or text, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p><u>W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><u>W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><u>W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p>	<p><u>W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><u>W.2.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

<p><b>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes  <b>Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>Production and Distribution  <b>Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>Research to Build and Present Knowledge  <b>Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p>
<p>2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>



<p><b>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b></p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes  <b>Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b></p> <p>Production and Distribution  <b>Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>Research to Build and Present Knowledge  <b>Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p>
<p>3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.</p>	<p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

<b>(W) Language</b>	<b>(L) Conventions of Standard English</b>
<b>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>	<b>Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
4.1 Use collective nouns.	L.2.1.a Use collective nouns (e.g., <i>group</i> ).
4.2 Form and use frequently occurring irregular plural nouns.	L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).
4.3 Use reflexive pronouns.	L.2.1.c Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).
4.4 Form and use the past tense of frequently occurring irregular verbs.	L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).
4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.
4.6 Use positional, time, and place prepositional phrases.	
4.7 Use conjunctions.	
4.8 Produce, expand, and rearrange complete simple and compound sentences.	L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).
<b>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	<b>Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.	L.2.2.a Capitalize holidays, product names, and geographic names.
5.2 Use:	L.2.2.b Use commas in greetings and closings of letters.
a. periods, question marks, or exclamation marks at the end of sentences;	
b. commas in greetings and closings of letters, dates, and to separate items in a series; and	L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.
c. apostrophes to form contractions and singular possessive nouns.	
5.3 Generalize learned spelling patterns and word families.	L.2.2.d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).
5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.	
5.5 Consult print and multimedia resources to check and correct spellings.	L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

(C) Meaning and Context	(W) Production and Distribution
<b>Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.</b>	<b>Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>
	<b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
See Standards Listed Below	(W) Research to Build and Present Knowledge
<b>Reading Informational Text</b> Meaning and Context <b>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b>	<b>Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>
	<b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>Reading Literacy Text</b> Meaning and Context <b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</b>  <b>Reading Informational Text</b> Meaning and Context <b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</b>	<b>Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

(W) Range and Complexity	(W) Range of Writing
<b>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</b>	<b>Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	
6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.	
6.3 <i>Students are expected to build upon and continue applying previous learning.</i> <b>Grade 1</b> <i>Write left to right leaving space between words.</i>	
6.4 Begin to develop efficient keyboarding skills.	
6.5 Begin to develop cursive writing.	

Communication Standards (C)	Speaking and Listening Standards (SL)
Meaning and Context	Comprehension and Collaboration
<b>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</b>	<b>Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
1.2 Apply the skills of taking turns, listening to others, and speaking clearly.	SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	
1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	
1.6 <i>This indicator does not begin until <b>English 1</b>. <b>English 1</b> Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</i>	
(C) Meaning and Context	(SL) Presentation of Knowledge and Ideas
<b>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</b>	<b>Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b>
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.	

2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.	<b>Writing</b> Research to Build and Present Knowledge <b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.3 <i>This indicator does not begin until <b>Grade 6</b>.</i> <b>Grade 6</b> Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
2.4 <i>This indicator does not begin until <b>Grade 3</b>.</i> <b>Grade 3</b> Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	
<b>(C) Meaning and Context</b>	<b>(Speaking and Listening Standards (SL))</b>
<b>Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.</b>	Comprehension and Collaboration <b>Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>  Presentation of Knowledge and Ideas <b>Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</b>
	<b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3.1 Explain how ideas and topics are depicted in a variety of media and formats.	
3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	<b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>(C) Language, Craft, and Structure</b>	<b>(SL) Comprehension and Collaboration</b>
<b>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</b>	<b>Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b>
4.1 Identify speaker's purpose and details that keep the listener engaged.	
4.2 Determine if the presentation has a logical introduction, body, and	

conclusion.	
4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.	
<b>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</b>	
5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.	
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.	
5.3 <i>This Indicator does not begin until <b>English 1</b>. <b>English 1</b> Develop messages that use logical, emotional, and ethical appeals.</i>	
	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>See Standards Listed Below</b>	<b>(SL) Presentation of Knowledge and Ideas</b>
<b>Communication</b> Meaning and Context <b>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.</b>  <b>Writing</b> Language <b>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>	<b>Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)

The following section of this document compares the Common Core Language Standards with the SC College- and Career-Ready ELA standards. Parallels to the Common Core language standards are found in the Reading and Writing strands of the SC CCR standards as noted.

Writing Standards (W)	Language Standards (L)
Language	Conventions of Standard English
<b>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</b>	<b>Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
4.1 Use collective nouns. 4.2 Form and use frequently occurring irregular plural nouns. 4.3 Use reflexive pronouns. 4.4 Form and use the past tense of frequently occurring irregular verbs. 4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1.a Use collective nouns (e.g., <i>group</i> ). L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ). L.2.1.c Use reflexive pronouns (e.g., <i>myself, ourselves</i> ). L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ). L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).
<b>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	<b>Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles. 5.2 Use: a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns. 5.3 Generalize learned spelling patterns and word families. 5.5 Consult print and multimedia resources to check and correct spellings.	L.2.2.a Capitalize holidays, product names, and geographic names. L.2.2.b Use commas in greetings and closings of letters. L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ). L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	<b>(L) Knowledge of Language</b>
	<b>Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>



	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.a Compare formal and informal uses of English</p>
<b>See Standards Listed Below</b>	<b>(L) Vocabulary Acquisition and Use</b>
<p><b>Reading Literary Text</b> Language, Craft, and Structure <b>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b></p> <p><b>Reading Informational Text</b> Language, Craft, and Structure <b>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b></p>	<p><b>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p>
9.1 Use context to determine the meaning of words and phrases.	L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
10.1 Use context to determine the meaning of words and phrases.	
9.2 Determine the meaning of a newly formed word when a known affix is added to the word.	L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ).
10.2 Determine the meaning of a newly formed word when a known affix is added to the word.	
9.3 Use a base word to determine the meaning of an unknown word with the same base.	L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).
10.3 Use a base word to determine the meaning of an unknown word with the same base.	
9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.	
10.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.	
	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>,</p>

	<p><i>housefly; bookshelf, notebook, bookmark).</i></p> <p><b>L.2.4.e</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
	<p><b>Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>
<p><b>Reading Informational Text</b> Language Craft and Structure 9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.</p>	<p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>
	<p><b>L.2.5.a</b> Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p>
<p><b>Reading Literary Text</b> Language, Craft, and Structure 10.6 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	<p><b>L.2.5.b</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
<b>See Standards Listed Below</b>	<b>(L) Vocabulary Acquisition and Use</b>
<p><b>Reading Literary Text</b> Language, Craft, and Structure <b>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b></p>	<p><b>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b></p>
<p><b>Reading Informational Text</b> Language, Craft, and Structure <b>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b></p>	
<p><b>Reading Literary Text</b> Language, Craft, and Structure RL 10.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.</p>	<p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

**Reading Informational Text**

Language, Craft, and Structure

RI 9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.